DOCUMENT RESUME

ED 174 712 UD 019 633

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TITLE Collaboration: Handbook for School/Community Development of Multicultural Education.
INSTITUTION Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE [79]
GRANT G007602010
NOTE 34p.; Not available in paper copy due to the reproduction quality of the original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Action Programs (Community); *Educational Strategies; *Ethnic Studies; Financial Support; *Multicultural Education; *Program Development; Program Evaluation; *Program Planning; *School Community Programs; Staff Improvement
IDENTIFIERS *Ethnic Heritage Studies Program Act; Illinois

ABSTRACT

This handbook uses a Title IX Ethnic Heritage Studies Project conducted in Illinois as a model for suggesting methods and approaches that might be used by school personnel in introducing multicultural studies to a school community setting. Specific strategies are outlined and described for the following areas: (1) funding; (2) staff training; (3) recruitment activities; (4) action planning; (5) implementation; and (6) evaluation. Emphasis is placed on the fundamental importance of the process involved in developing and implementing a school community program in multicultural education. (EB)

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COLLABORATION: HANDBOOK FOR SCHOOL/COMMUNITY DEVELOPMENT OF MULTICULTURAL EDUCATION

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OF THE ILLINOIS OFFICE OF EDUCATION
URBAN AND ETHNIC EDUCATION SECTION
188 WEST RANDOLPH STREET
CHICAGO, ILLINOIS 60601

UD019638

G00760 2010

THE WORK HEREIN WAS SUPPORTED BY GRANT No. ~~549 AH 60175~~
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FOREWORD

The development of programs in multicultural education requires the collective and conscientious effort of school personnel and community members for success. Whereas the schools are certainly most able to educate and inform large numbers of children and adults, the community provides natural resources relevant to culturally diverse perspectives. The combination of these school and community elements can yield a forceful team devoted to the creation of sensitive materials and activities with a multicultural emphasis.

This handbook has been developed by Dr. Vesta A.H. Daniel, Title IX project coordinator, as a model for school and community toward the creation and implementation of multicultural education.

The State Board of Education and staff of the Illinois Office of Education, committed to the concept of cultural pluralism in the schools of Illinois, encourage community activists and school personnel to collaborate for further productive action in multicultural education.

Joseph M. Cronin
State Superintendent of Education

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Introduction: Purpose of Handbook

The issue of multicultural education should be of interest to any individual or group concerned with the national and personal development possible through the recognition of cultural diversity. Whereas it has traditionally been the duty of the schools to transmit the elements of our "common culture," much of the history, values, and attitudes of various cultures are housed in local communities. Thus, it is encumbent upon the school community to assume the responsibility of transmitting the essence of their individual, contributory cultures as well.

The inclusion of the community into formal educational efforts conducted in the schools has met with difficulty on many occasions. Often school personnel are unsure of how to best approach community members for their ideas and suggestions regarding curriculum. The community members may also feel uncomfortable in the presence of educators and thus display reluctance toward becoming involved in any school community liaison efforts. The resultant situation then may be characterized by the thwarted efforts from both sides, mutual discomfort and misunderstanding.

Recognizing that these and other handicaps can forestall a successful union of school and community resources, this handbook seeks to provide an effective model for unifying the efforts of the local schools and communities toward multicultural education. Specifically, this handbook will address the processes and activities necessary for increasing multicultural awareness through the schools, as well as through the resources available in the community.

Contained herein are suggestions directed toward school personnel who are interested in introducing programs and/or curriculum units in multicultural education to their community and students. It is also hoped that ethnic community members who have been searching for a method of contributing to

personally relevant school curricula will find this handbook useful as well. This is by no means a definitive statement on the processes involved in initiating a multicultural education program to a school community; rather what it does is highlight one previously tested approach which may be applicable to other similar situations.

Why promote a multicultural approach to education?

Even at a local level, multicultural education might easily stimulate consideration of regional and world relationships. Students will begin to understand the worldwide implications of the interactions of various ethnic groups which operate on a grander scale. In this respect, the local community represents a microcosm for study of the world community.

Moreover, regardless of a student's cultural background, he/she must be afforded the opportunity to assert pride in his/her heritage. Because the school often functions as an agency responsible for trasmitting the beliefs and values of the dominant culture, there may be little room for the "culturally different" student to examine and explore his/her origins.

Educators thus should extend themselves to meet the needs of students who may be exhibiting poor "cultural fit" by bringing aspects of the non-dominant cultures into the classroom in as normal a fashion as possible. For example, literature from other cultures could be included in reading lessons.

Further, it is vital that the teacher perform as a positive communicator. In a classroom situation which includes students of a non-dominant culture, it should be considered that misunderstandings and discord between teacher and students and among students may be encouraged by culturally unaware teachers as is illustrated below:

> Teachers face classes composed of individuals each having his own unique background of experiences. Teachers seldom have sufficiently acquainted themselves with the anthropological, sociological and cultural differences. Too frequently, the values which they attempt to promote in their classroom are in conflict with the realisms to which students have adapted.[1]

Thus, the planning of programs in multicultural education must embrace the requirements of the educators to be educated and sensitized as well as the students.

Types of Diversity

The terms ethnicity and culture are often used interchangeably when in fact their differences should be noted. Ethnicity is a quality relating to race, common history, and shared traits and customs. Culture represents a larger concept of grouping, permitting us to include many groups which cannot be considered ethnic, such as sexually divided or religious groups. Ethnicity can be subsumed under the classification of culture because it contributes an important perspective to the study of multiculturalism. For example, it would be difficult to gain the full impact of the feminist movement (a "cultural" movement) without considering the ethnic contributions of black, Latin, Native American, and Asian women to this movement.

In the present context, the term multiculturalism will be used which includes ethnicity as an important variable.

Curricular Implications

The definition of curriculum to be understood here is all the activities for which a school is responsible. Thus, a non-academic as well as an academic approach to curriculum is suggested. Furthermore, persons interested in the promotion of multicultural education should be cognizant of the far-reaching

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[1] Jackson, Tielman V., "Communication and the Classroom Teacher," Improving College and University Teaching, 16:1, 50-52, Winter, 1968.

effects of this discipline on a wide range of individuals. For example, under the rubric of "school personnel," many persons, in addition to administrators, teachers, and teacher aides, should be sensitized to the character of a multicultural environment. Specifically, secretaries, maintenance people, cafeteria personnel, school nurses, and bus drivers and other para-professionals are involved in contributing to a productive or non-productive educational setting, depending on their approaches to culturally diverse students, teachers and parents. It is for these people, who affect children and parents in many subtle and informal ways, that humanistic training and cultural sensitizing are a necessity if a pluralistic approach to education is to be a feasible endeavor.

A Paradigm for School Community Action: The Title IX Illinois Project for Cooperative Roles in Multicultural Education

This handbook uses as its data base information gathered while conducting the Title IX, Ethnic Heritage Studies, "Illinois Project for Cooperative Roles in Multicultural Education," henceforth to be referred to as the Illinois Title IX Project. In carrying out this project it became evident that it is necessary to emphasize the fundamental importance of the process involved in developing and implementing a school community program in multicultural education. The sections to follow then will identify methods of and approaches to introducing multicultural studies to a school community setting which were used or suggested by the Illinois Title IX Project.

Overview of Illinois Title IX Project

The Urban and Ethnic Education Section of the Illinois Office of Education received a Health, Education, and Welfare, Title IX, Ethnic Heritage Studies Project for Fiscal Year 1977. The project was concerned with providing training for community members and school personnel in ethnic/cultural concerns.

The commitments and responsibilities for the Advisory Council members aided in assuring the direction and evaluation of the Illinois Title IX Project Suggested roles of an Advisory Council member were enumerated as follows:

1. Advise the project staff on the policy matters arising in the program plan.
2. Evaluate and make recommendations on all educational material and processes developed or acquired by the project.
3. Review and advise on the design of the school personnel and community training program.
4. Review and advise on consultants utilized by the project.
5. Work in cooperation with ethnic community members who are participating in the project.
6. Provide cooperative linkage between the Illinois Office of Education and other public and private agencies relating to Title IX.
7. Provide cooperation and coordination where applicable with the states, H.E.W., local school board and professional associations.
8. Attend regular meetings (e.g., monthly, bi-monthly).
9. Attend necessary workshops.

While there were monthly meetings within the individual districts, every other month involved traveling to the sister community. The project, however, covered the cost of travel.

During the first meeting of the Advisory Council more specific goals were generated which would permit the most effective interaction of the Council, project staff, and participants. The final goals reflected the individual needs of the participating school districts and also were a response to the more generalized project objectives.

The program activity was a blending of ethnic studies and equal education opportunities activities in two school districts, Markham #144 and Urbana #116, with desegregation/integration concerns. Since these two desegregated school districts had previously an interest in human relations and ethnic studies, the project was well suited to their needs.

Through a series of workshops (conducted between November 29, 1976, and March 5, 1977) and other activities, the project sought to provide ethnic community persons and school personnel with varied skills and training. Among the areas covered were team building, decision making, oral and literary ethnic history, and designing a multicultural curriculum for the school. The goal of the training sessions with community members and school personnel was to create an ongoing program uniting the community and school in matters relating to culture, ethnicity, and desegregation. With the cooperation of the University of Illinois, Chicago Circle, four (4) quarter hours (undergraduate or graduate) credit were offered to workshop participants.

Advisory Council

Members of ethnic groups and ethnic coalition organizations can play a vital part in cultural studies programs. Many state and local projects addressing ethnic and cultural concerns include an advisory council, often consisting of members of these groups, to perform as a liaison and consultative group to the project staff and participants.

The 14 members of the Illinois Title IX Project Advisory Council were individuals who have strong links to their ethnic communities, display competencies in specific areas of education, and are strong advocates of multicultural education. They were selected from the piloting school districts in Markham and Urbana.

An advisory council should be active in all phases of a project in multicultural education from planning to evaluation. However, the personal and/or political desires of the council members should not reshape or distort the overall goals of the project. While an important link in the total chain of action, the advisory council is an entity which is intended primarily to offer support, provide information, and suggest productive directions.

Entry Process: Introducing Multicultural Education to Your School Community

The organization and implementation of this project required process steps which will be explored here. The major areas of concern are as follows:

-Process Steps

-Funding

-Training Program

-Recruitment Activities and Staff Requirements

-Action Planning

-Implementation

-Evaluation

-Follow-up

Process Steps

With the advent of school desegregation and school integration has come an increase in the variety of students, parents, and other community members to be served by a school district. The concept of community no longer only includes persons of homogeneous backgrounds and cultures living within a tightly defined geographical area. Rather, the definition of community is now expanding to embrace individuals and family groups from diverse origins who have become unified by the educational needs of their children. Because the community houses the original sources of information about its members' ethnic heritage and background, it should be included in the creation of school curriculum as a true

source of validation for programs developed in cultural studies. The function of the community is multifaceted: it is a

-laboratory for learning

-source of cultural and social interaction

-stimulus for formal curriculum activities in the schools

-resource for assisting children and adults in formulating personal objectives and aspirations via various role models

-collection of varied aspects of several cultures

The relationship of the community to the classroom is that the latter coordinates the activities of the community learning laboratory. The classroom is the environment where children spend the majority of their day, learning as they live. With every exposure, classroom activities can provide the necessary transition from culture to curriculum.

The community and the classroom should not be identified and expected to function as two entirely different entities. Rather, they should perform supportive functions for each other. Consistent with this philosophy, the Urban and Ethnic Education Section of the Illinois Office of Education approached the Markham and Urbana communities in addition to the school districts for contributions to and support of the Illinois Title IX Project.

In order to provide a firm foundation for any program, certain key people must be recognized and consulted for guidance and support; that is, the hierarchy of persons who can cause positive action is fundamental to expediting most project stages.

Additionally, the following steps (with deviations tailored to individual circumstances and needs) may be considered basic during the initial or entry phase of a cultural studies project.

1. Identify active school and community organizations and individuals such as the P.T.A., principal's council, district administrators (especially those involved with curriculum development), human relations councils, ethnic leaders, mothers' clubs, various volunteer and service organizations, local college teachers, cultural organizations and interested students and church groups. These individuals and groups can be indispensable in helping to identify program resources, encouraging community support for new projects, and disseminating information.
2. Survey the school community to verify the level of interest in introducing multicultural studies. This may be done formally through the use of written surveys and/or informally employing verbal contacts.
3. Identify two or three people to act as liaisons between the project staff, school personnel, and community members.
4. Request written commitment to the development and use of a cultural studies program from leaders or directors of groups to become involved, such as school principals, district superintendents, and council chairpersons. Such commitment helps to encourage project participants to meet their stated goals.

During the preliminary discussions of the proposed project, it should be clarified by the project staff that the specific goals and objectives of the project will be negotiated by representatives of the collective school community group, based on their particular needs. However, general goals should be prepared in advance by the initiators of the program so that the parameters of the effort will be clear.

For example, the Illinois Title IX Project wanted to achieve part of the state plan to translate ethnic group consciousness into classroom activities

(refer to Section 27-21 of the Illinois School Code). Toward this end, several goals were pursued. The project staff attempted to:

-Develop a training model for school community that would facilitate a cooperative relationship toward a multicultural program.

-Train teachers, administrators, ethnic leaders, and other persons in skills, techniques, and processes for relating or responding to factors of cultural pluralism and ethnic heritage.

-Develop in school personnel an appreciation of the local community as a base of cultural pluralism and a resource in ethnic heritage.

-Utilize ethnically valid, relevant, and descriptive curricula materials which present insights, historical information, and modern contributions of various ethnic groups.

-Build intergroup understanding between peoples of diverse backgrounds and group identities.

-Provide ongoing processes for coordination of resources, dissemination of information, evaluation of programs, and ethnic group participation.

These long range goals were taken to the school communities of Markham and Urbana. However, the more immediate goals of each of the school communities were developed through workshops designed to elicit the specific and collective needs of the project participants.

Funding

In the early stages of the project, staff persons should first identify and investigate already existing programs (e.g., P.T.A. meetings, school inservice days already on the school calendar) which would provide time and space for the proposed multicultural training activities. School funds earmarked for curriculum development and related activities might be channelled

into this new program thus eliminating the need for outside funding. In the case of the Illinois Title IX Project, the State Office of Education avoided another source of expense by providing many of the resource materials and trainers used in the school community training program. The point to be emphasized here is that it is possible to successfully conduct a program for creating and implementing multicultural curriculum materials using only the available school district, community and state educational agency resources.

It is feasible, however, for an initial outlay of money to be applied to the training of a core of "specialists" from the school community who would then be able to conduct workshops and/or train other teachers and community members in the school district. In this way there will be no need to contract external experts for future related activities.

In addition to any already existing resource areas, financial assistance may be obtained through various other external organizations and programs, such as:

1. Related Federal Programs
2. Counseling and Health Programs
3. Community Resources
   - -Informal education agencies such as libraries, museums, churches, YM and YWCA's
   - -Social service agencies
   - -Mental health agencies
4. Community Ethnic Groups
5. Human Relations Councils
6. Related School Programs
   - -School pairings, such as
     parochial - private,
     elementary - secondary

7. Business

   -Vocational programs

   -Agency personnel

   -Adult education resources

   -Research and development funds

8. Community oriented college extension courses

9. Civic Resources

   -Police department

   -Fire department

   -Governments (city, village, etc.)

10. Foundations

Training Program

The inclusion of multicultural studies into the formal school curriculum with the aid of the community will be an unfamiliar concept to many. Thus, it will be useful to provide a training program designed to raise the comfort level and increase the knowledge of those who will be involved in introducing and supporting this area of education.

Furthermore, Banks (April 1976) states that the experiences included in the training design should be specifically intended to change adult attitudes. He continues:

> Courses with general or global objectives are not likely to be successful. Courses which consist primarily or exclusively of lecture presentations have little import. Diverse experiences, such as seminars, visitations, community involvement, committee work, guest speakers, films, multimedia materials, and workshops, combined with factual lectures, are more effective than any single approach. Community involvement and contact (with the appropriate norms in the social setting) are the most cogent techniques.[2]

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[2]Banks, James A., The Implications of Multicultural Education for Teacher Education, prepared for presentation at the Leadership Training Institute on Multicultural Education in Teacher Education, sponsored by the American Association of Colleges for Teacher Education and the United States Office of Education (Grant #G007501382), Washington, D.C., April 28-30, 1976.

In the training program developed for the Illinois Title IX Project, the merging of two components (school personnel and ethnic community members) into a cooperative working unit was of primary importance. Moreover, techniques in skill building, both cognitive and affective, as well as understanding and inter-relationships with the various ethnic and racial groups of the school community were included. The training of teachers and administrators encompassed more than human relations sensitivities and awareness. Curriculum designs, evaluation skills, practical strategies in the classroom, as well as the important area of effective utilization of community resources comprised the major foci of the training.

The training of community members concentrated upon two primary areas. The first was the ability and skill of the ethnic community to relate their cultural story effectively, as well as to better understand the cultural story of others. The crucial issue, of course, was to get the ethnic community to share their heritage and culture in a way that is applicable to the classroom. In order for the ethnic community to do this effectively, the programs were designed to assist them to better understand the school district, in addition to asserting influence upon the schools in areas affecting the ethnic community. It was useful to develop materials for both school district personnel and community members to help facilitate this interaction.

There were three primary phases to the training design for the school community participants:

1. Introductory session

   This session entailed a thorough understanding of the project goals, the roles and expectations of the project staff, and the role of the ethnic community and school personnel. These points were made during the pre-workshop

recruitment sessions in October and November in Markham and Urbana, respectively, and again at the first workshops. Further emphasis was placed on these areas during the final workshops as well.

2. Phase two

The second phase entailed the training of the ethnic community and school personnel in strategies and techniques that would facilitate a better working relationship between the two components. This was an ongoing process which was addressed in each of the workshops. However, school community interaction techniques were specifically emphasized during the first workshops.

3. Phase three

The final phase included the creation of a mutually designed program for multicultural education. This phase consumed the final three months of the project. By the end of the second workshop curriculum teams had been formed based on the members' mutual desire to pursue a specific goal for multicultural education. The teams then adapted the contents of the remaining two workshops to their team needs. Thus, the resulting curriculum packages were based on the goals and activities established during the workshops. The outline below suggests major areas which were to be completed for the team curriculum packages. These items are somewhat basic and adaptable to other projects requiring the creation of curriculum materials.

I Action Plan

A. Decide on scope of project

B. Assign duties

II Finalize goal statement, objective(s) and activities

III Make necessary "contacts" and conduct needed research

IV Writing sessions

A. Meet with resource people

B. Note strengths and weaknesses of development process

C. Complete diary pages

V First draft

A. Team critique

B. Adjustments in text

VI Project refinement

A. Rewriting, proofreading

B. Typing, proofreading

C. Preparation of presentation for "Sharing session"

The skills needed for completing the three phases were addressed through a series of four workshops in each school district. Specifically, the course of study included:

1. Perspectives for ethnic studies: definitions, constructs, history, social sciences, and educational concepts which form the framework for multicultural education.
2. Multicultural curriculum materials.
3. Development and use of curriculum materials.
4. Multicultural classroom methods.
5. Cultural communication factors.
6. Behavioral implications of ethnic and cultural differences.
7. Local community and population factors and interaction.
8. Utilization of existing resources.

9. Selection and use of ethnically valid instructional materials.

10. Effecting change in school curriculum.

11. Using the community as a learning environment.

12. Using volunteers effectively in the school.

The emphasis was on multicultural studies, not as an end in themselves, but as an interdisciplinary, affective education approach directed at changing and improving existing curricula.

An important requirement of the training model was "teaming." The proposed consistency of the teams was (1)two teachers, (2)two ethnic community members, and (3)one administrator from each participating school. However, since the number of curriculum teams exceeded the number of participating administrators, several teams did not include a school administrator. Nonetheless, the desired mix of teachers and community members was achieved in forming the five Markham teams and four Urbana teams.

During the three months following the completion of the training program, project personnel visited each school community team at least four times in a small group setting to facilitate any difficulty that might occur. By mid-May a final "project-sharing" session was attended by participants from each project site. At this point, the completed curriculum units had been submitted to the project staff for evaluation.

The facilitators and consultants for these training sessions came from several sources. Consultative services were provided by professional staff of the Urban and Ethnic Education Section of the Illinois Office of Education as well as recognized skill consultants from the local universities. The consultants selected were individuals skilled in working with schools and communities, trained in the necessary process skills and, of course, sensitive to and knowledgeable of ethnic group concerns.

Clearly, community resource people need to be included as developers of the training program and should be called upon to offer their experience as trainers in their particular areas of experience and expertise. For example, experienced community workers may be best equipped to handle the following topics:

-Effective ways of eliciting community participation and support.

-How community members can gain the attention of school administrators for action.

-Comfortable learning situation for community members: meeting on common ground.

-Identification of community resources (people and places)

-Internal problems which may inhibit progress toward multicultural education.

In summary, the training program should attend to the identification of the school community needs and desires regarding multicultural education. Also, attention must be given to the development of some concrete methods and steps toward introducing, developing, implementing, following up, and periodically evaluating such a program. Each of these phases requires a clear statement of goals and objectives as a blueprint for action.

Recruitment Activities and Staff Requirements

This phase of the project should be conducted with efficiency, persistence, and enthusiasm.

Recruitment activities such as the dissemination and receipt of written information and phone calls to concerned persons should be restricted to one or two central locations such as a school building, district office or community center. This approach will lessen the chance of ineffective communications.

Recruitment activities should be put into motion as soon as the profile and goals of the project have been established. Through the use of local media, such as newsletters, newspapers, radio, and local T.V. stations and public forums, the school community members can be informed of the upcoming project and given time to consider participation.

The recruitment activities for the Illinois Title IX Project involved several phases. The gathering of project participants was conducted primarily through contact with the school district administrators (superintendents, assistant superintendents and school principals) and community liaison persons. These representatives were first identified in March, 1976, and informed of the upcoming project scheduled to begin on July 1, 1976.

Throughout the months of June, July, and August, a series of meetings were held to further familiarize the Markham and Urbana representatives with the district requirements of the Title IX Project. In mid-September the elementary school teachers and previously identified community groups were sent specifications about the program and participant enrollment forms to be submitted to the project staff by the end of October 1976.

Specifically, the ease with which participants were elicited was greatly dependent upon (1)the degree to which the district superintendents and assistant superintendents were committed to this project and were willing to recruit participants, (2) the extent to which the individual school principals personally participated and encouraged teacher participation in the project, and (3) the quality of the relationship between community liaison persons and the various community groups contacted. Due to these variables and other more idiosyncratic factors, the Markham participants were named by the October deadline. However, response from the Urbana site came slower and with considerable difficulty. In fact, it became obvious that further explanation of the project goals and requirements was necessary as well as further motivation of potential

participants in order for the project to proceed in Urbana. Consequently, enrollment in the latter district was not finalized until late November.

It became evident from the above activities that it was necessary to make more than initial contacts with prospective participants. Recruitment personnel must also be prepared to follow up with informational talks for school and community groups, as well as contacts with interested individuals.

When providing information about the project, the following items should be included:

1. Background on the funding agency(ies) responsible for the progress of the project.
2. Scope, goal(s) and benefits of the project.
3. Testimony regarding the extent to which school administration and active school community groups are committed to the sucess of the project.
4. Responsibilities/requirements of the project participants, local school district, and community organizations.
5. Responsibilities/requirements of the sponsoring agency's staff: determination of the staff roles

-Project Coordinator

-responsibility for the design and facilitation of training sessions.

-responsibility for all necessary correspondence with the local school communities.

-responsibility of follow up on participants' progress.

-responsibility for periodic reports to sponsoring agency(ies) and project constituents.

-responsibility for coordination of all project activities.

-Project Staff/Committee Members

-contribution to critique of training design.

-development of communications system such as a "newsletter" which will go to all persons involved in the project and to others interested in its progress and activities.

-assistance in identifying resources.

-leading/assisting at workshops, meetings, etc.

-publicity and public relations.

-development and implementation of evaluative tool(s).

-contractual and budgetary arrangements.

6. Cost to the project participants.

7. Components of the "training design" for school personnel and community members.

Finally, the filing of enrollment forms for participants (including participants' name, address, phone number, social security number if payment or reimbursement fees will be involved, community/school affiliation(s) and prior experience in areas related to multicultural issues) is imperative. It will increase each person's formal commitment to the project and will of course facilitate record keeping.

Action Planning

The implementation of any project is best served by the preparation of an "action plan." The purpose of this plan is to identify the necessary steps to be taken for reaching a specific goal and to define the positive and negative factors acting on the accomplishment of that goal. The plan should include the following variables with the addition of possible others.

1. Needs assessment: identification of the problem(s) or target subject(s) such as:

-development of a training program which will sensitize school personnel, students and adult community members to the need for and advantages of multicultural education.

-development of a vehicle for including ethnic community resources in school curricula.

-initiation or further development of a school-community council responsible for training in human relations, periodic evaluation of multicultural curriculum content and listing of cultural resources available.

-identification of the problem(s) should progress from the general (e.g., community dissatisfaction with cultural content in curricula) to the specific (e.g., actual development of curriculum materials).

2. Information gathering:

-use of case histories or incidents that exemplify the problem.

-clarification/discussion of the issues related to the problem such as recent school desegregation and its ramifications.

3. Reformulating the problem into a workable statement including:

-proposals for action.

-direction of desired change.

-statement of goal(s) and objective(s) for change.

4. Identification and understanding of active forces in the situation:

-factors which encourage improvement of the situation.

-factors which act against improvement of the situation.

5. Identification of which factors can be constructively affected and by whom:

   -define action necessary for reducing restraining factors.

   -establish and assign tasks for bringing about progress.

6. For each action step list the materials, people and other resources available for implementing the action.

7. Finalizing action plan:

   -eliminate unnecessary steps.

   -prioritize tasks.

   -assign specific dates for task implementation.

8. Evaluation of action program:

   -develop and state a plan for evaluating procedures.

9. Carry out the action plans.

Be realistic in the establishment of tasks to be accomplished. It is better to embrace a limited set of realizable goals than to attack an unwieldy and ultimately unsolvable problem.

An approach which may be useful in strategy is to formulate a "timeline." The timeline will provide a clear, graphic, calendar-like representation indicating (a) starting times for a particular task, (b) lead time or time needed to accomplish a task and (c) deadlines for completion. The timeline (which can be a horizontal line displaying the necessary calendar items) can be augmented with other sub-categories pertinent to completion of the task(s). After constructing the timeline, check it step by step to make sure that the time estimates are realistic.

Implementation

For successful implementation of a project plan, no activity should be left to chance or careless planning. If the necessary project components have been efficiently and throughly prepared (i.e, funding source(s), project staff, school community trainers, participating school district and community members, physical facilities, training design, scheduling, evaluation, and follow-up tools), the program should proceed relatively smoothly. However, the project staff should be prepared to reschedule and make adjustments in the activities due to bad weather hindering participant attendance, at some sessions loss of interest and subsequent "dropping-out" by some participants and other such uncontrollable impediments to progress. However, since these problems are not insurmountable, they should not be give undue importance.

As was mentioned earlier, the roles of and relationships among project staff and participants must be clearly delineated throughout the project. During the implementation phase the definition of responsibilities associated with various participants, such as those responsible for enrollment, communications and preparation of workshop sites, is imperative in encouraging economy of actions and lessening the chance of duplication of efforts.

For example, the project coordinator must:

-be a participant and/or leader of every phase of the project including
  -fiscal matters.
  -establishment of meeting times and agendae.
  -conduct of training
  -selection of training materials.
-arrange for additional corrective or "catch-up" sessions when needed.
-encourage adherance to the project timeline by all staff.
-assume responsibility for the contents of all communications.

-be prepared to have "one-to-one" sessions with anyone needing assistance.

-regularly analyze the quality of materials being generated by the project.

-be sure that maintenace standards are being met for meeting areas, e.g., clean-up before and after sessions, use and non-use of certain facilities, etc.

-arrange for refreshments and/or meals during lengthy sessions.

-assist in maintaining a productive relationship among staff and participants.

-delegate responsibilities to Illinois Office of Education staff members and regularly check their performance.

The district superintendent, assistant superintendent(s) and/or community leader(s) must:

-require and receive periodic written progress reports from project staff.

-contact persons for administrators of other districts and programs.

-regulate materials and facilities made available for project use.

-provide suggestions of resource people.

-make appearances at school community functions (e.g., P.T.A. meetings, human relations council meetings, government assemblies, etc.) for the purpose of endorsing and promoting the project.

Project resource persons must be prepared to:

-attend preliminary planning sessions with the project staff from the sponsoring agency or group.

-submit training materials to staff in advance of their use for perusal, duplication, adjustments, etc.

-attend post-training sessions with the staff for the purpose of evaluating completed efforts and suggesting emphases for the future.

Other project participants or project administrators should be selected and made responsible for:

-gathering "news" relevant to the project and formulating a newsletter for interested persons.

-preparing contractual materials (e.g., contracting of resource people, meeting rooms, catering, transportation, etc.).

-typing and duplication of all communications, training materials, reports, contracts and other related items.

-press releases and public relations.

The Advisory Council members should be expected to:

-meet with the project staff for planning of inservice curriculum and overall contents of project.

-attend all or a representative portion of training sessions.

-maintain regular contact with representatives of the project participants for the purpose of providing feedback to the project staff.

-provide periodic evaluation of various phases of the project.

-be aware of problematic issues affecting progress and suggest ways of coping with them.

-assist staff and participants in staying on task.

-act as liaisons between project components.

In general, the implementation process must include methods of periodically revising the project, if necessary. Suggestions for revision should be made by the project administrators and Advisory Council members. Under this system unforseen problems can be coped with and local state or federal political elements can be assuaged if necessary, and follow-up plans can be prepared.

Evaluation

As was mentioned previously, evaluation of the project's goal and quality

of activities may be facilitated by the use of an external professional evaluator, as well as an evaluator from the sponsoring group. Such a person may be found among the school district personnel, within the professional community, or on the staff of a nearby college or university. Generally, the function of an evaluator is to analyze each important component of the project and to draw conclusions regarding the degree to which the stated goals and objectives were met. Additionally, the evaluation specialist should be sensitive to the ethnic groups and processes dealth with in the project.

Several items contained in the project might be evaluated such as:

-the extent to which goals and objectives were met (see evaluation instrument as an example).

-the change in attitude of school community participants regarding the value of multicultural education before and after involvement in the project.

-the degree to which the community is viewed as a resource for curriculum development by school personnel and community members.

-the quality of the process used to develop the multicultural program such as:

-expertise and sensitivity of project trainers and staff.

-effectiveness of interaction among school personnel and community members.

-quality of the training program.

-the desire to extend the project beyond its original goals.

Although many projects are only evaluated at their conclusion, the evaluative process may be more useful if it occurs at various points throughout the project's growth. In this way weak areas can be strengthened in the process where possible rather than allowing them to persist.

For the Illinois Title IX project two instruments were developed by the professional evaluators and project staff which identified the quality of the program as perceived by the project participants.

The first instrument was a five page participant "diary" in which the individual recorded her/his responses to each of the workshops and the quality of their curriculum team's functions and interactions. (The diary supplemented individual evaluation forms completed after each workshop.) As was suggested above, the second instrument was a questionnaire which profiled the attitudes and skills of the school community participants in relation to multicultural education before and after undergoing the training program.

The information gathered by these evaluative tools is most profitably used to establish follow-up procedures in the interest of multicultural education and/or to establish further programs designed to keep participant interest in such programs high.

Conclusion

The unifying factor among school administrators, classroom educators, para-professionals, educational and social agencies, community activists, members of visible and non-visible ethnic groups, parents, and state and regional school departments can be their desire to work as a collective action group toward the furtherance of multicultural education from various perspectives. Thus, the modelling suggestions provided here can be adapted and applied by various audiences, dependent on their needs. Emphasis has been placed on encouraging the joint involvement of school personnel and community members for the purpose of defining and initiating a local project dedicated to the creation of materials, training programs, and methods of implementing instructional approaches reflecting multicultural competence. Moreover, some insights into the complex and possibly sensitive process of encouraging a school community coalition have been provided.

The ability and desire to initiate curricula in multicultural areas should not be limited to schools and other formal educational institutions and agencies. While the above may be best equipped to reach large numbers of children and adults, the community also possesses incomparable human and physical resources fundamental to the acquisition of culturally adequate and relevant information.

Further in-depth analysis of joint problem-solving approaches for school and community can be found in "School and Community: Partners in Problem Solving" prepared by the Center for New Schools for the Illinois Office of Education. Other publications applicable to emerging multicultural studies programs and projects are:

-Guidelines for the Evaluation and Selection of Ethnically Valid Instructional Materials.

-Planning for Ethnic Education.

-Ethnic Resource Guide.

-Integrating Black Studies into Existing Social Studies Curriculum.

-Recognizing Sex Bias.

-A Guide to Resource Persons in Ethnic Studies in Illinois.

-Prejudice and Ethnocentrism.

-Entry into the United States.

-Inter-ethnic music

-Inter-ethnic Celebrations.

-Community as a Cultural Setting.

-Directory of Education Related Community Groups in Metropolitan Chicago.

-7th and 8th Grade Model Multicultural Unit.

-An Annotated Bibliography of Multiethnic Educational Materials.

These publications are available through:

Urban and Ethnic Education Section
Illinois Office of Education
188 West Randolph Street
Chicago, Illinois 60601
Telephone: 312-793-3606

Resources

Banks, James A, The Implications of Multicultural Education for Teacher Education. Prepared for presentation at the Leadership Training Institute on Multicultural Education in Teacher Education, sponsored by the American Association of Colleges for Teacher Education and the United States Office of Education (Grant #G008501382), Washington, D.C., April 28-30, 1976.

Jackson, Tillman V., "Communication and the Classroom Teacher," Improving College and University Teaching, 16:1, 50-52, Winter, 1968.